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ABSTRACT

This annotated bibliography on bibliotherapy is an updated version of the 1967 International Reading Association publication of the same title. It contains 165 citations ranging in date from 1936 to 1970. Its subject, bibliotherapy, is based on the belief that individuals are affected by what they read and that materials selected especially for individuals can profitably influence their attitudes and behavior. Listings are arranged alphabetically according to author under the general divisions of books, periodicals, and unpublished materials. Entries pertaining to the reader, the reading material, and the response of the reader are included. Research reports are emphasized, and items relating to specific books and techniques for use in bibliotherapy are provided. (This document previously announced as ED 047 908.) (MS)

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BIBLIOTHERAPY

An Annotated Bibliography

Compiled by Corinne W. Riggs
Long Beach, California, Unified School District
1968, 1971

Ramon Ross, *General Editor*

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INTRODUCTION

Bibliotherapy is based on the belief that a person is affected for good or evil by what he reads. This belief is of ancient origin, as witnessed by the fact that in classical times the library was called the healing place of the soul. While bibliotherapy is formally defined as "the use of selected reading materials as therapeutic adjuvants in medicine and psychiatry," for teachers and librarians bibliotherapy is simply the reading of books to aid in modifying the attitudes and behavior of boys and girls.

Effects of reading has been a rich area of research and provocative speculation, necessitating a selective approach in preparing this bibliography. Although stress has been placed on the use of books with children and youth in a school situation, some writings concerning other institutional uses of bibliotherapy are included since they serve to illuminate and extend our understanding of bibliotherapy as used in the schools.

Entries pertaining to the reader, the reading material, and the response of the reader are included because it is necessary to recognize the interdependency of all three factors if one is to work effectively with children and books. The major emphasis is on reports on research rather than on articles based primarily on opinion and conjecture; however, some items are included which will have practical utility for those seeking specific books and techniques to use in bibliotherapy.

C.R.

BOOKS

ARBUTHNOT, MAY HILL. "The Child and His Books," *Children and Books* (3rd ed.). Chicago: Scott, Foresman, 1964, 3-15.

A discussion of the basic needs of children and some of the books which can help satisfy them. The entire volume has much value as a resource tool for those engaged in reading guidance.

American Council on Education. *Reading Ladders for Human Relations* (4th ed.). Washington, D. C.: The Council, 1963.

An annotated list of over a thousand books for children and young people developed around six human relations themes. The themes explore the individual's growth, his relationship to his family and to larger groups, and his search for values to live by. Methods of using books with children are suggested.

BAILEY, MATILDA. "Therapeutic Reading," in V. C. Anderson, et al, *Readings in the Language Arts.* New York: Macmillan, 1964, 396-404.

Contains 1) a discussion of individual children who have been helped by books, 2) techniques of using books in therapeutic reading, and 3) a bibliography of books to be used in alleviating personal problems.

BERELSON, BERNARD. "Communication and Youth," in Frances Henne (Ed.), *Youth, Communication, and Libraries.* Chicago: American Library Association, 1949, 14-30.

Discusses the psychological effects of reading and the use of reading to develop social and political values.

Bibliotherapy Reference Guide. Detroit: We the Handicapped, n.d.

A list of 455 books, with synopses, on the physically disabled. Disabilities are classified in alphabetical order; books are classified as factual or fictional and subdivided as adult or juvenile.

CLEARY, FLORENCE DAMON. *Blueprints for Better Reading.* New York: H. W. Wilson, 1957, 117-150.

Contains three chapters concerning the techniques and materials for teaching "understanding and values" through books.

EAKIN, MARY K. *Good Books for Children.* Chicago: University of Chicago Press, 1962.

An annotated list of 1,306 "outstanding" children's books published 1948-1961. The headings in the Subject-Title Index include areas of curricular use, of developmental values, and of appeals, as well as more traditional subject headings.

GRAY, WILLIAM S. (Ed.). *Promoting Personal and Social Development through Reading,* Supplementary Educational Monograph, No. 64. Chicago: University of Chicago Press, 1947.

Basic issues involved in promoting the development of youth in harmony with their unique characteristics and needs are considered. Types of materials appropriate for use are described and several classified book lists are included.

GRAY, WILLIAM S. (Ed.). *Keeping Reading Programs Abreast of the Times,* Supplementary Educational Monograph, No. 72. Chicago: University of Chicago Press, 1950, 172-196.

The relation of reading to personality development and how reading activities can be guided to insure desirable personal and social effects are discussed by five authors.

HANNA, GENEVA R., and MARIANNE K. MC ALLISTER. *Books, Young People, and Reading Guidance.* New York: Harper, 1960, 52-102.

Books to meet eleven needs which the authors believe are basic in children and young people.

HUNT, MATE. *Values Resource Guide, Annotated for the Elementary School Teacher.* New York: American Association of Colleges for Teacher Education, 1958.

A tool to aid elementary teachers in locating suitable materials for teaching values. Materials are divided into seven sections: books, films, filmstrips, flat pictures, plays, poems, and recordings. There is an index for each of these plus a character index.

HUUS, HELEN. "Interpreting Research in Children's Literature," in Mildred A. Dawson (Ed.), *Children, Books, and Reading,* Perspectives in Reading No. 3. Newark, Delaware: International Reading Association, 1964, 123-145.

A summary of research concerned with children's literature, including children's interests and preferences, the development of appreciation and taste, the relation of mass media, and the effects of reading.

KENEALLY, KATHERINE G. "Therapeutic Value of Books," in Frances Henne (Ed.), *Youth, Communication, and Libraries.* Chicago: American Library Association, 1949, 69-77.

The values, uses, and methods of bibliotherapy are presented.

KIRCHER, CLARA J. *Character Formation through Books: A Bibliography* (3rd ed.). Washington, D. C.: Catholic University of America, 1952.

An annotated list of 386 titles giving bibliographic information grouped into five reading age levels. This is followed by character, author, and title indexes. The terms used are simple and nontechnical, and emphasis is on the positive constructive concepts found in the books.

KIRCHER, CLARA J. *Behavior Patterns in Children's Books.* Washington, D. C.: Catholic University of America Press, 1966.

An annotated list of 507 titles for children in their preschool years through grade nine arranged by large subject categories and followed by "behavior," author, and title indexes. As in the author's earlier work, listed above, the selections were made to aid in "the development of wholesome principles of conduct and the prevention of delinquency through the therapeutic use of books in which good character traits are embodied."

KLAPPER, JOSEPH T. *The Effects of Mass Communication.* Glencoe, Illinois: Free Press, 1960.

An attempt to collate and integrate the findings of published research regarding certain social and psychological effects of mass communication.

LORANG, SISTER MARY C. *Burning Ice: The Moral and Emotional Effects of Reading.* New York: Charles Scribner's Sons, 1968.

Questionnaires were used to ascertain the moral and emotional effect of reading books and magazines on 3,208 young adults from junior and senior high schools in six states, the Philippines, Guatemala, and Tanzania.

LORANG, SISTER MARY C. *The Effect of Reading upon Moral Conduct and Emotional Experience.* Studies in Psychology and Psychiatry, 6, No. 5. Washington, D. C.: Catholic University of America Press, 1945.

The impact of reading in books and magazines on 2,300 high school students in both Catholic and public high schools was studied.

MOORE, THOMAS V. "Bibliotherapy," *The Nature and Treatment of Mental Disorders* (2nd ed.). New York: Grune, 1951, 216-232.

General comments and minutely detailed case histories of boys with whom the author had used bibliotherapy successfully.

National Society for the Study of Education. *Development in and through Reading,* Sixtieth Yearbook, Part I. Chicago: NSSE, 1961.

Several of the contributing authors discuss techniques and materials which may aid a student in his personal and social development.

ROBINSON, HELEN M. (Ed.). *Developing Permanent Interest in Reading,* Supplementary Educational Monograph, No. 84. Chicago: University of Chicago Press, 1950, 69-89.

The effects of reading and methods of promoting personal and social growth in reading are considered by five authors.

SMITH, HENRY P., and EMERALD V. DECHANT. *Psychology in Teaching Reading.* Englewood Cliffs, New Jersey: Prentice-Hall, 1961, 313-325.

Contains 1) a brief summary of opinion and research on bibliotherapy, 2) a classified list of juvenile books that may have therapeutic values, and 3) suggested readings.

SPACHE, GEORGE D. *Good Books for Poor Readers.* Gainesville, Florida: The Author, 1954.

Provides a separate annotated list for bibliotherapy.

SPACHE, GEORGE D. "Using Books to Help Solve Children's Problems," *Good Reading for Poor Readers.* Champaign, Illinois: Garrard, 1962, 15-20.

A brief review of opinion and research on bibliotherapy.

SQUIRE, JAMES. *The Responses of Adolescents while Reading Four Short Stories.* Champaign, Illinois: National Council of Teachers of English, 1964.

An analysis of the responses of 52 ninth and tenth graders. (Based on the author's doctoral dissertation.)

STRANG, RUTH, ETHLYNE PHELPS, and DOROTHY WITHROW. *Gateways to Readable Books; An Annotated Graded List of Books in Many Fields for Adolescents Who Find Reading Difficult* (4th ed.). New York: H. W. Wilson, 1966.

A guide to 1,000 titles classified according to subject with the level of reading difficulty indicated. The annotations are written for the adolescent retarded reader to indicate the nature of the books and to arouse interest in them.

THEOPHEMIA, SISTER MARY. "The Impact of Reading on the Personal Development of Children," in J. Allen Figurel (Ed.), *New Frontiers in Reading,* Proceedings of the International Reading Association, 5, 1960. New York: Scholastic Magazines.

A discussion of the positive effects of reading with some suggestions on books and techniques.

WAPLES, DOUGLAS, BERNARD BERELSON, and FRANKLYN R. BRADSHAW. "What Reading Does to People," *Research in the Three R's.* New York: Harper, 1958, 10-17.

An attempt to identify and to interrelate the more important of the factors or conditions presumed to determine the effects of any reading experience.

WITTY, PAUL A., A. M. FREELAND, and E. H. GROTBERG. "The Role of Developmental Needs," *The Teaching of Reading.* Chicago: Heath, 1966, 59-74.

Discusses the role and the identification of developmental needs of children and reviews some of the research and the techniques of bibliotherapy.

ZACCARIA, JOSEPH S., and HAROLD A. MOSES. *Facilitating Human Development through Reading: The Use of Bibliotherapy in Teaching and Counseling.* Champaign, Illinois: Stipes, 1968.

Surveys some of the literature and integrates philosophy, principles, and practices of bibliotherapy. The listings in the extensive annotated bibliography for therapeutic use are divided according to a functional taxonomy of problems and situations.

PERIODICALS

ADAMS, JOHN B. "Effects of Reference Group and Status on Opinion Change," *Journalism Quarterly*, 37 (Summer 1960), 408-412.

Using a pre- and post-test of opinion on three issues, changes with reference to the nationality and the status of the writers were analyzed for 152 college students.

AGNES, SISTER MARY. "Bibliotherapy for Socially Maladjusted Children," *Catholic Educational Review*, 44 (January 1946), 8-16.

Delineates and illustrates with five case studies the use of reading as an approach to social problems.

AGNES, SISTER MARY. "Influence of Reading on the Racial Attitudes of Adolescent Girls," *Catholic Educational Review*, 45 (September 1947), 415-420.

A comparison of the attitudes of 70 white girls who had voluntarily read about Negroes to the attitudes of 70 white girls who had not.

ALPERT, HARVEY. "The Relationship of Empathy and Projection to Reading in Literary and Nonliterary Materials," *Journal of Developmental Reading*, 1 (Spring 1958), 22-29.

One hundred and one freshmen college students were given tests, and intercorrelations were calculated for the following six variables: empathy, projection, reading comprehension in literary materials, reading comprehension in nonliterary materials, intelligence, and personality adjustment.

ANGLIN, ELEANOR, and EDRA LIPSCOMB. "Sixes Can Take a Giant Stride," *Elementary English*, February 1963, 174-182.

A classroom teacher and a school social worker describe the use of stories and discussion with a class of six-year-olds to make the children's fears acceptable, understandable, and useful to themselves.

BARBE, WALTER B. "Meeting the Needs of Exceptional Children," *Education*, 84 (April 1964), 476-479.

Ways are suggested to associate reading with the developmental needs of exceptional pupils.

BEATTY, WILLIAM K. "An Historical Review of Bibliotherapy," *Library Trends*, 11 (October 1962), 107-117.

A survey of bibliotherapeutic practice and philosophy.

BERNINGHAUSEN, DAVID K., and RICHARD W. FAUNCE. "An Exploratory Study of Juvenile Delinquency and the Reading of Sensational Books," *Journal of Experimental Education*, 33 (Winter 1964), 161-168.

Thirty-nine institutionalized juvenile delinquent boys were matched with 39 nondelinquent boys. Checklists and interviews were used in determining and comparing their reading habits.

BERTRAM, JEAN DE SALES. "Books to Promote Insight into Family Life Problems," *English Journal,* 45 (November 1956), 447-482.

Approaches to problems of family living in fourteen well-known novels are summarized and methods of using them are suggested.

"Bibliotherapy," *Library Trends,* 11 (October 1962), 97-228.

The entire issue was planned to present the basic problems, facets, and limitations of bibliotherapy and to indicate the current trends, possibilities, and areas to be researched. Extensive bibliographies.

"Bibliotherapy," *Media and Methods,* 5 (January 1969).

An essay on bibliotherapy followed by a list of novels arranged by problem areas of adolescent concern.

BOVYER, GEORGE G. "Stories and Children's Concepts of Sportsmanship in the Fourth, Fifth, and Sixth Grades," *Elementary English,* 39 (December 1962), 762-765.

An effort to determine the effect on children's knowledge of the concept of sportsmanship from hearing twelve short stories read by the teacher without any discussion. (Based on the author's doctoral dissertation.)

BOYD, NANCY A., and GEORGE MANDLER. "Children's Responses to Human and Animal Stories and Pictures," *Journal of Consulting Psychology,* 19 (October 1955), 367-371.

An investigation of the written responses of 96 third grade subjects to stimulus stories and stimulus pictures when the main characters were either human or animal.

BROOKS, ALICE R. "Intergrating Books and Reading with Adolescent Tasks," *School Review,* 58 (April 1950), 211-219.

Titles are classified according to the developmental tasks of adolescents and the annotations indicate the contributions of the books to achievement of the tasks.

BUXBAUM, EDITH. "The Role of Detective Stories in a Child's Analysis," *Psychoanalytic Quarterly,* 10 (1941), 373-381.

An examination of a number of issues related to the use in the classroom of literary works which present pictures of individuals who act or live beyond the bounds of a moral code held by society.

CIANCIOLO, PATRICIA J. "Children's Books Can Reflect the American Style of Living," *Elementary English,* 41 (November 1964), 773-777, 822.

Endeavors to identify the literature for children that reflects some of the values by which Americans today are guided in their public and private lives. Bibliography indicates grade level.

CIANCIOLO, PATRICIA J. "Children's Literature Can Affect Coping Behavior," *Personnel and Guidance Journal,* 43 (May 1965), 897-903.

Summarizes research and lists children's books that may be used to affect coping behavior.

COHOE, EDITH. "Bibliotherapy for Handicapped Children," *NEA Journal,* 49 (May 1960), 34-36.

A short list of helpful children's books with practical suggestions for teachers who have handicapped children in their classes.

COLE, DORIS M. "Bad Boys and Their Books," *Wilson Library Bulletin,* 16 (March 1942), 532-536.

A comparison of the social adjustment scores of a reading and a nonreading group of boys.

COLLIER, MARY JEFFERY. "The Psychological Appeal in the Cinderella Theme," *American Imago,* 18 (Winter 1961), 399-411.

A comparison of child and adult appeals in the story of Cinderella reported by 32 college women who selected it as their favorite childhood story.

COLLIER, MARY J., and E. L. GAIER. "Preferred Childhood Stories of College Women," *American Imago,* 15 (Winter 1958), 401-410.

An analysis of the reasons for the appeal of stories preferred in childhood by 184 college women.

COLLIER, MARY J., and E. L. GAIER. "The Hero in the Preferred Childhood Stories of College Men," *American Imago,* 16 (Summer 1959), 177-194.

An analysis of the reasons for the appeal of stories preferred in childhood by 80 college men.

CRANE, EDGAR. "Immunization—with and without Use of Counterarguments," *Journalism Quarterly,* 39 (Autumn 1962), 445-450.

An examination of the cognitive and emotional effects of one-sided, implicit two-sided, and explicit two-sided messages on responses of college students to two issues.

CROSBY, MURIEL. "Primary Reading and Needs," *Education,* 84 (April 1964), 462-465.

A description of practices and an evaluation of the role of reading in satisfying the needs of children in the primary grades.

DANE, CHASE. "The Role of Reading Guidance in the Total Guidance Program of the Elementary School," *Reading Teacher,* 15 (November 1961), 102-109.

The relationship of reading guidance and bibliotherapy is explored and materials are suggested.

DARLING, RICHARD L. "Mental Hygiene and Books: Bibliotherapy as Used with Children and Adolescents," *Wilson Library Bulletin,* 32 (April 1961), 293-296.

A survey of some of the literature on bibliotherapy.

DE CHARMS, RICHARD, and GERALD H. MOELLER. "Values Expressed in American Children's Readers: 1800-1950," *Journal of Abnormal and Social Psychology,* 64 (April 1962), 136-142.

An analysis to determine achievement imagery, affiliation imagery, and moral teachings.

DONOHEW, LEWIS. "Decoder Behavior on Incongruent Political Material: A Pilot Study," *Journal of Communication,* 16 (June 1966), 133-142.

An investigation utilizing anticonservative, proconservative, and neutral political cloze passages to compare to decoding efficiency of politically "inert" versus "active" students in a college reporting class.

EAGLY, ALICE H., and MELVIN MANIS. "Evaluation of Message and Communicator as a Function of Involvement," *Journal of Personality and Social Psychology,* 3 (April 1966), 483-485.

An investigation of the effects of ego involvement on ninth grade subjects' evaluation of both a persuasive message and the communicator of the message.

EMRICK, LONNIE L. "Bibliotherapy for Stutterers: Four Case Histories," *Quarterly Journal of Speech,* 52 (February 1966), 74-79.

Biographical accounts are given of famous people who were stutterers along with suggestions for the use of these with adolescent and adult stutterers.

ENO, ISABEL V. "Round Table, Books for Children from Broken Homes," *English Journal,* 38 (October 1949), 475-478.

A bibliography in which the titles are listed under headlines such as motherless homes, fatherless homes, parentless homes, and homes with stepparents.

FESTINGER, LEON. "Behavioral Support for Opinion Change," *Public Opinion Quarterly,* 28 (Fall 1964), 404-417.

A review of three studies on persuasive communication for attitude change and subsequent behavior. In two experiments the subjects were adults; in one the subjects were high school students.

FISCHER, EDWARD H., et al. "Some Effects of Relevant Stories Portraying Danger on Retention of Information Associated with the Stories," *Journal of Social Psychology*, 73 (October 1967), 75-87.

Programed instruction was utilized in an experiment with ninth grade students in eight health classes to investigate the effect of danger stories in the retention of routine and emergency driving information.

FISHER, FRANK L. "Influences of Reading and Discussion on the Attitudes of Fifth Graders Toward American Indians," *Journal of Educational Research*, 62 (November 1968), 130-134.

An experiment to determine the influences of reading about American Indians in children's literature with and without the reinforcement of discussion. (Based on the author's doctoral dissertation.)

FORTMANN, JAVUS. "A Practical Therapy: Teaching Children through Books," *California Librarian*, 12 (September 1950), 31-34, 62-63.

A discussion of books and techniques which teachers may use to help children understand their problems and the problems of others.

FREELAND, ALMA. "Intermediate Grade Reading and Needs," *Education*, 84 (April 1964), 466-471.

An examination of the intermediate child's needs and specific examples of how books can help to satisfy them.

GAST, DAVID K. "Minority Americans in Children's Literature," *Elementary English*, 44 (January 1967), 12-23.

An analysis of the characterizations of minority group Americans as presented in 42 fiction books published for children between 1945 and 1962. (Based on the author's doctoral dissertation.)

GRACE, HARRY A., and JOAN J. LOHMANN. "Children's Reaction to Stories Depicting Parent-Child Conflict Situations," *Child Development*, 23 (March 1952), 61-74.

A study of the reaction of second grade children to nine short stories.

GRAY, WILLIAM S. "The Social Effects of Reading," *School Review*, 55 (May 1947), 269-277.

Summarizes thirty reports to show that reading may have social effects in influencing beliefs, attitudes, morale, public opinions, voting, and crime and other antisocial behavior.

GRUNER, C. R. "Editorial Satire as Persuasion: An Experiment," *Journalism Quarterly*, 44 (1967), 727-730.

An investigation with 146 college students to determine if the satire of Art Buchwald is persuasive as well as entertaining.

HANNA, GENEVA R. "Promoting Adolescent Growth through Reading," *Education*, 84 (April 1964), 472-475.

Clarifies the role of reading in satisfying needs and points out how reading may help the adolescent understand and solve problems that he would hesitate to discuss with adults.

HANNIGAN, MARGARET C. "The Reader with Mental and Emotional Problems," *ALA Bulletin*, 58 (October 1964), 798-803.

Specific instances of helping children and adults through books.

HOMZE, ALMA. "Children Face Themselves through Books: A Bibliography," *Elementary English*, 41 (November 1964), 788-792, 822.

A categorized and annotated bibliography of "realistic" books which describe selected problems of the eight- to twelve-year-old child.

HOMZE, ALMA. "Interpersonal Relations to Children's Literature 1920-1960," *Elementary English*, 43 (January 1966), 26-28, 52.

An analysis to: 1) identify behavior, backgrounds, and themes of 78 juvenile trade books; and 2) to determine changes in the content from the 1920-1940 period to the 1945-1960 period. (Based on the author's doctoral dissertation.)

JACKSON, EVALENE P. "Effects of Reading upon Attitude toward the Negro Race," *Library Quarterly*, 14 (January 1944), 47-54.

An experiment with pupils in the eighth grade.

KANTROWITZ, VIOLA. "Bibliotherapy with Retarded Readers," *Journal of Reading*, 11 (December 1967), 205-212.

Describes three case studies in which the materials for remedial reading instruction were selected to meet the emotional needs of the individual child.

KIESLER, CHARLES A., and SARA B. KIESLER. "Role of Forewarning in Persuasive Communications," *Journal of Abnormal and Social Psychology*, 68 (May 1964), 547-549.

A study using 187 college students to determine whether a forewarning to subjects about the persuasive intent of a communication had been read.

LIND, KATHERINE N. "The Social Psychology of Children's Reading," *American Journal of Sociology*, 41 (January 1936), 454-469.

A study of data obtained by written documents and interviews with thirty college students to determine what effects reading in childhood had on the development of personality.

LINDAHL, HANNAH M., and KATHERINE KICH. "Bibliotherapy in the Middle Grades," *Elementary English,* 29 (November 1952), 390-396.

Suggestions for the use of books in child guidance and a classified annotated bibliography of juvenile books.

LINDEMAN, BARBARA, and M. KLING. "Bibliography: Definitions, Uses, and Studies," *Journal of School Psychology,* 7 (1968-1969), 36-41.

Discusses the use of reading as an aid to personality adjustment in mental hospitals and with retarded, gifted, and average pupils in the classroom. References include effectiveness studies, selection aids, and discussion articles.

LITCHER, JOHN H., and DAVID W. JOHNSON. "Changes in Attitudes toward Negroes of White Elementary School Students after Use of Multiethnic Readers," *Journal of Educational Psychology,* 60 (April 1969), 148-152.

Investigates the effect of curriculum materials which portray Negroes in a way which is contradictory to prevailing prejudices and stereotypes upon the attitudes toward Negroes of white second grade school children.

LOBAN, WALTER D. "A Study of Social Sensitivity among Adolescents," *Journal of Educational Psychology,* 44 (February 1953), 102-112.

An examination of the reactions of two groups of adolescents to ten short stories which were read to them. (Based on the author's doctoral dissertation.)

LODGE, HELEN C. "The Influence of the Study of Biography on the Moral Ideology of the Adolescent at the Eighth Grade Level," *Journal of Educational Research,* 50 (December 1956), 241-255.

An attempt to ascertain empirically whether eighth graders in two California school systems were influenced by the reading of biographies. (Based on the author's doctoral dissertation.)

MC CONNELL, GAITHER. "Lives of Great Men All Remind Us . . . ," *Elementary English,* 39 (November 1962), 713-718.

Biographies which are of value as curriculum supplements, the potential influences of biographies, the possibilities for identification with the subjects of the biographies, the possibilities of gaining insight into problems, and the effects of reading on behavior are considered.

MC GUIRE, WILLIAM J., and DEMETRIOS PAPAGEORGIS. "The Relative Efficacy of Various Types of Prior Belief-Defense in Producing Immunity Against Persuasion," *Journal of Abnormal and Social Psychology,* 62 (March 1961), 327-337.

A study using 130 college students. This is only one of several investigations reported jointly or separately by the authors. For others see the following: *Journal of Abnormal and Social Psychology,* 60 (May 1960), 345-353, 354-358; 62 (May 1961), 475-481; 63 (September 1961), 326-332; 64 (April 1962), 241-248; 67 (1963), 61-67. *Public Opinion Quarterly,* 26 (Spring 1962), 24-31. *Sociometry,* 24 (June 1961), 184-197.

MALKIEWICZ, JOSEPH E. "Stories Can Be Springboards," *Instructor,* 79 (April 1970), 133-134.

Briefly describes a bibliotherapeutic technique used with fifth graders. Includes an annotated list of nine books.

MANDEL, RICHARD L. "Children's Books: Mirrors of Social Development," *Elementary School Journal,* 64 (January 1964), 190-199.

Analysis of a comparison of two series of readers, one popular over a hundred years ago and one in use today, to discover differences in means of inculcating social character in the child.

MANIS, MELVIN. "The Interpretation of Opinion Statements as a Function of Recipient Attitude," *Journal of Abnormal and Social Psychology,* 60 (May 1960), 340-344.

The effects of recipient attitude on message interpretation was studied using 70 college students.

MANIS, MELVIN, and JOAN B. BLAKE. "Interpretation of Persuasive Messages as a Function of Prior Immunization," *Journal of Abnormal and Social Psychology,* 66 (March 1963), 225-230.

Two experiments with college students were designed to test the relationships between pressure to change their opinion and message distortion.

MARTIN, CLYDE. "But How Do Books Help Children?" *Junior Libraries,* 1 (October 1955), 83-87.

Tape recordings of the responses of the children in a first grade class were inspected to determine the apparent impact of selections read to them.

MENNINGER, WILLIAM C. "Bibliotherapy," *Bulletin of the Menninger Clinic,* 1 (November 1936), 263-274.

Discussion of a five-year program in bibliotherapy at the Menninger Clinic. Selected case studies are presented.

MILLS, JUDSON. "Opinion Change as a Function of the Communicator's Desire to Influence and Liking for the Audience," *Journal of Experimental Social Psychology,* 2 (April 1966), 152-159.

Four experimental conditions were used in an investigation of the influence of the communicator on the effects of communications on college students.

MOSCOVICI, SERGE. "Attitudes and Opinions," *Annual Review of Psychology*, 14 (1963), 231-260.

A review of research is discussed under such topics as information gathering and attitude and opinion changes, many of which involved reading. Contains a 179-item bibliography.

MOSES, HAROLD A., and JOSEPH S. ZACCARIA. "Bibliotherapy in an Educational Context: Rationale and Principles," *High School Journal*, 52 (April 1969), 401-411.

Discusses principles for the utilization of bibliotherapy. A selected list of books appropriate for use with high school students and their parents in three common problem areas (Home and Family Living, Ethnic and Sociocultural Relationships, and Peer Relationships) is annotated.

NEWTON, EUNICE S. "Bibliotherapy in the Development of Minority Group Self Concept," *Journal of Negro Education*, 38 (Summer 1969), 257-265.

Reviews psychological theory and suggests bibliotherapeutic procedures to be utilized specifically by teachers of so-called minority groups – Negro, Puerto Rican, Appalachian white, American Indian, Mexican, and Cuban. Contains an annotated list of specialized book selection aids.

PELLER, LILI E. "Daydreams and Children's Favorite Books," *Psychoanalytic Study of the Child*, 14 (1959), 414-433.

Theorizes as to how children's daydreams may be incited and nurtured by literature. A number of typical childhood fantasies and some of the stories built on them are related.

POLL, BERNARD. "Why Children Like Horse Stories," *Elementary English*, 38 (November 1961), 473-474.

A hypothetical explanation of the appeal of horse stories in terms of the emotional needs of children.

Reading Teacher, 12 (October 1958), entire issue.

The theme of this issue is "Stimulating Personal and Social Growth through Reading."

ROVIN, RONALD. "Identification Patterns of High School Students with Literary Characters: A Study in Bibliotherapy," *School Counselor*, 14 (1967), 144-148.

An attempt to explore the relationship between indentification patterns and reading interests through the study of responses of 770 high school students to an open-ended type of questionnaire.

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An analysis of the values of childhood reading reported by 100 teachers.

RUSSELL, DAVID H. "Contributions of Reading to Personal Development," *Teachers College Record,* 61 (May 1960), 435-442.

A discussion of some possible effects of reading and a review of the literature. See also: *The Reading Teacher,* 12 (October 1958), 3-9, and *English Journal,* 47 (October 1958), 398-413.

RUSSELL, DAVID H., and CAROLINE SHRODES. "Contributions of Research in Bibliotherapy to the Language Arts Program," *School Review,* 58 (September-October 1950), 335-342, 411-420.

A theory of bibliotherapy and its possible values and a digest of the research on bibliotherapy.

"Satisfying Needs through Reading," *Education,* 84 (April 1964), 451-492.

Feature section contains articles by eight authors concerned with promoting personal and social growth through reading from preschool through college. Bibliographies.

SCHNEYER, J. WESLEY. "Effects of Reading on Children's Attitudes," *Reading Teacher,* 23 (October 1969), 49, 51, 57.

Discusses six research studies and the problems involved in assessing the effects of reading on children's attitudes.

SHAFER, ROBERT E. "The Reading of Literature," *Journal of Reading,* 8 (April 1965), 345-349.

Brief discussion of the effects of reading literature with a summary of some research.

SHIRLEY, FEHL L. "The Influence of Reading Concepts, Attitudes, and Behavior," *Journal of Reading,* 12 (February 1969), 369-372, 407-413.

Examines the result of a questionnaire used to collect data relating to change in concepts, attitudes, or behavior as reported by the responses of 420 high school students. (Based on the author's doctoral dissertation.)

SHRODES, CAROLINE. "Bibliotherapy," *Reading Teacher,* 9 (October 1955), 24-29.

Presents a rationale for bibliotherapy, with some illustrations of the interaction between the personality of the reader and the characters with whom he has identified.

SMITH, NILA BANTON. "Some Effects of Reading on Children," *Elementary English,* 25 (May 1948), 271-278.

A study in which teachers received 502 responses from pupils in grades four through eight who were asked to list any books which they remembered that had changed their thinking, attitudes, or behavior.

SQUIRE, JAMES R. "Emotional Responses to a Short Story," *Reading Teacher,* 9 (October 1955), 30-35.

A study of the responses of four fifteen-year-old boys to a short story.

STRANG, RUTH, and CHARLOTTE ROGERS. "How Do Students Read a Short Story?" *English Journal,* 54 (December 1965), 819-823.

An examination of individual differences in the interpretive responses of three classes of eleventh grade students of low, average, and high ability in reading a short story. (Based on the doctoral dissertation of Rogers.)

TANNENBAUM, PERCY H., et al. "Principle of Congruity and Reduction of Persuasion," *Journal of Personality and Social Psychology,* 3 (February 1966), 233-238.

An attempt to determine the conditions under which the attitudes of college students toward health practices would not be changed when exposed to three messages, employing four strategies, attacking these practices.

TATARA, WALTER T. "Effects of Novels on Ideas about the Scientist," *Journal of Educational Research,* 58 (September 1964), 3-9.

The effects of reading four novels that depict positive images of scientists were assessed through pre- and post-questionnaires. The subjects were twelfth grade students.

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An analysis of the content of six reading series for grades one through six to determine how and to what extent occupations are presented in them.

THOMAS, EDWIN J., SUAN WEBB, and JEAN TWEEDIE. "Effects of Familiarity with a Controversial Issue on Acceptance of Successive Persuasive Communications," *Journal of Abnormal and Social Psychology,* 63 (November 1961), 656-659.

High school seniors were used in three experiments to determine the relative effects of two persuasive selections when subjects were familiar and unfamiliar with the topic.

TOWNSEND, AGATHA. "What Research Says to the Reading Teacher: Books as Therapy," *Reading Teacher,* 17 (November 1963), 121-122.

A short discussion of bibliotherapy with an annotated bibliography of eleven items.

TYLER, LOUISE. "Books and Children," *Elementary School Journal,* 65 (February 1965), 253-257.

An analysis of a well-known children's favorite, *Ginger Pye,* and an explanation of its appeal to children in terms of psychological theory.

WARGNEY, FRANK O. "The Good Life in Modern Readers," *Reading Teacher,* 17 (November 1963), 88-93.

A study of 431 stories appearing in seven modern reading series and 151 stories from the McGuffey readers employed 74 questions regarding race, occupations, family relations, and emotions of characters.

WATTS, WILLIAM A., and WILLIAM J. MC GUIRE. "Persistence of Induced Opinion Change and Retention of the Inducing Message Contents," *Journal of Abnormal and Social Psychology,* 68 (March 1964), 233-241.

An investigation utilizing the responses of 191 college students of the persistence over time of opinion change induced by a persuasive message, and the relation of this persistence to recall of various aspects of the message.

WEBSTER, JANE. "Using Books to Reduce the Fears of First Grade Children," *Reading Teacher,* 14 (January 1961), 159-162.

An account of a successful attempt to alleviate the fears about the dark and dogs of a group of children by reading selected stories to them.

WEINGARTEN, SAMUEL. "Development Values in Voluntary Reading," *School Review,* 62 (April 1954), 220-230.

A study of questionnaires submitted to 1,256 college students, whose ages ranged from sixteen to thirty years, to ascertain the ways in which their voluntary reading had contributed toward the solution of their problems of personal and social development.

WEINGARTEN, SAMUEL. "Reading as a Source of the Ideal Self," *Reading Teacher,* 8 (February 1955), 159-164.

A limited review of research and a discussion of the "ideal selves" in fictional characters.

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Considers how the gifted adolescent may be guided to books, themes, characters, and situations which have a relevance to the problems which preplex him.

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The effects of opinion supporting arguments in persuasion situations were investigated in two experiments with college students.

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An attempt to ascertain whether attitude formation in 80 college students was affected by communicative consensus.

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An analysis of the Wilder books to reveal how they meet the needs of children for security, achievement, change, and aesthetic satisfaction.

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A study of the impact of books on juniors who were finalists in the National Council of Teachers of English Achievement Awards. Questionnaires were answered by 975 students.

WHITTAKER, J. O., and R. D. MEADE. "Sex and Age as Variables in Persuasibility," *Journal of Social Psychology*, 73 (October 1967), 47-52.

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WITTY, PAUL A. "Reading to Meet Emotional Needs," *Elementary English*, 29 (February 1952), 75-84.

Case histories of retarded readers are used to illustrate the value of reading in meeting emotional and developmental needs.

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Presents 1) a definition of developmental needs, 2) a description of appropriate procedures in identifying and relating them to reading, and 3) a brief summary of opinion and experimental research on bibliotherapy. (For an extended treatment of methods and of suitable materials see the writer's article in *Promoting Growth and Development through Reading*, Proceedings of 1963 Spring Conference of the Chicago Area Reading Association.)

WOLFSON, BERNICE J. "Reading about Emotions in the Primary Classroom," *Elementary English*, 31 (March 1954), 146-149.

A description of the use of books with a third grade class to help the pupils explore the feelings of shyness, the relationship of fear and bravery, and fear of the dark. Bibliography.

WORLEY, STINTON E. "Developmental Task Situation in Stories," *Reading Teacher*, 21 (November 1967), 145-148.

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ZILLER, ROBERT C. "The Social Psychology of Reading," *Reading Teacher*, 17 (May 1964), 583-588, 593.

Using theory and research, reading is described as a social learning or imitative process, as social interaction with the writer, and as a self-defining process.

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Contains 331 entries concerned with the theory, practice, and science of bibliotherapy compiled primarily for the use of hospital librarians but of value to others.

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An experiment conducted by a classroom teacher to determine the effectiveness of bibliotherapy in fostering the personal-social adjustment of ninth grade pupils.

CARLSEN, GEORGE R. "A Study of the Effects of Reading Literature about the Negro on the Racial Attitudes of Eleventh Grade Students in Northern Schools," doctoral dissertation, University of Minnesota, 1948.

A study using eleventh grade white adolescents to determine whether previous attitude was a significant influence in attitude shift as a result of reading.

FISHER, FRANK L. "The Influences of Reading and Discussion on the Attitudes of Fifth Graders toward American Indians," doctoral dissertation, University of California at Berkeley, 1965. *Dissertation Abstracts,* 26 (May 1966), 6442.

An examination of attitude change resulting from reading about American Indians in childrens' literature with and without the reinforcement of discussion.

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An attempt to discriminate between the passage of text that brings forth open examination at the conscious analytical level and other passages which set up secret imaginings in a child.

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An evaluation of the projective power of imaginative literature with 68 college students using four selections chosen to investigate the parent and home relationship.

HERMINGHAUS, EARL G. "The Effect of Bibliotherapy on the Attitudes and Personal and Social Adjustment of a Group of Elementary School Children," doctoral dissertation, Washington University, 1954.

A study consisting of two parts: 1) the construction of a manual and guide to bibliotherapeutic practice for the use of the elementary teacher and, 2) the experimental determination of the use of this instrument with a class of eighth grade children for a period of eight months.

JUNIER, ARTEMISIA J. "A Subject Index to the Literature of Bibliotherapy, 1900-1958," doctoral dissertation, Atlanta University, 1959.

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LETTON, MILDRED. "Individual Differences in Interpretive Responses in Reading Poetry at the Ninth Grade Level," doctoral dissertation, University of Chicago, 1958.

An investigation, using 22 ninth grade students, of the nature of the process involved in reading poetry.

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An experimental investigation of the impact of eleven short stories, with and without discussion, upon the following values: aggressiveness, selfishness, and nurturance in 216 sixth grade pupils.

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A study to find whether measurable improvement could be made in individual traits and interpersonal relations by reading thirty-six literary selections to a group of sixth grade children.

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Investigates the effects of oral reading and discussion of stories and teachers' self-others acceptance upon self-acceptance scores and reading achievement scores of children in eleven fifth grade classrooms who come from economically disadvantaged homes.

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An investigation using 115 undergraduate students to determine if the oral interpretation of poetic literature about Negroes would induce attitude changes.

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Contains titles with interest level ranging higher than reading level classified under 12 categories of personal problems. Selections are for students in grades three through twelve.

RING, JERRY WARD. "A Study of the Interpretive Processes Employed by Selected Adolescent Readers of Three Short Stories," doctoral dissertation, Ohio State University, 1968.

The responses of 62 students in college preparatory classes to questions about three short stories were studied in order to discover sources of interpretive problems.

ROGERS, CHARLOTTE E. "Individual Differences in Interpretive Responses to Reading the Short Story at the Eleventh Grade Level," doctoral dissertation, University of Arizona, 1965.

An examination of individual differences in the interpretive responses of three classes of eleventh grade students of low, average, and high ability in reading a short story.

SAPER, MARSHALL BRYAN. "Bibliotherapy as an Adjunct to Group Psychotherapy," doctoral dissertation, University of Missouri, 1967.

A study with 18 male adults to test the thesis that bibliotherapy can be useful in encouraging therapeutic movement during psychotherapy.

SHIRLEY, FEHL L. "The Influence of Reading on Concepts, Attitudes, and Behavior of Tenth, Eleventh, and Twelfth Grade Students," doctoral dissertation, University of Arizona, 1966.

Examines the result of a questionnaire used to collect data relating to changes in concepts, attitudes, or behavior as reported by the responses of 420 high school students.

SHRODES, CAROLINE. "Bibliotherapy: A Theoretical and Clinical Experimental Study," doctoral dissertation, University of California, 1949.

An exploration of the theory and practice of bibliotherapy. A definitive case study and briefer studies of college students are presented to illustrate and corroborate the theory.

SQUIRE, JAMES R. "The Responses of Adolescents to Literature Involving Selected Experiences of Personal Development," doctoral dissertation, University of California, 1956.

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